DOCUMENT RESUME

ED 381 660 CE 068 764

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TITLE	Participant Perspectives: A View from Three Adult Tutorial Programs in New Hampshire.
SPONS AGENCY	New Hampshire State Library, Concord.
PUB DATE	Jun 94
NOTE	50p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Attitudes; Adult Basic Education; *Adult Literacy; *Library Role; *Library Services; *Literacy Education; *Program Attitudes; Program Implementation; Program Improvement; Student Attitudes; Teacher Attitudes; *Tutorial Programs; Tutors
IDENTIFIERS	*New Hampshire

ABSTRACT

A study was conducted of three New Hampshire library literacy tutorial programs to determine the strengths and weaknesses of the adult tutorial programs, staff development, and training needs, and the role of the public library in promoting adult literacy services. Data were gathered through a two-phase process begun in October 1993. A survey was mailed to 531 students and tutors in 3 adult tutorial programs in the state. From this population, a sample of 30 self-selected respondents was identified for interviews. From January to May 1995, five students and five tutors from each program were interviewed, as well as the program coordinators. In addition, three focus groups of students, tutors, and coordinators were convened. The findings from the student surveys and interviews suggest that the adult tutorial programs are a highly responsive and effective means for delivering adult literacy services. Students indicated that the tutorial relationship was a primary strength, along with flexible scheduling, accessibility, and no cost. Students indicated a need for more instructional materials, child care, and transportation. They also stressed their personal limitations. Tutor responses also indicated a high level of satisfaction with the adult tutorial program. Again, the importance of a one-on-one relationship was considered a primary program strength, and the tutors also appreciated the support of the coordinators and their personal satisfaction in working with students. The main program limitation mentioned by tutors was the accessibility and quantity of materials. Tutors also were concerned about their ability to teach. The program coordinators noted that the program strengths were the commitment of the volunteers and students, whereas limitations included inadequate funding and resources. Recommendations were made for preservice and inservice training and for clarification of the library role in the tutorial programs. (The survey materials are included in the report.) (KC)

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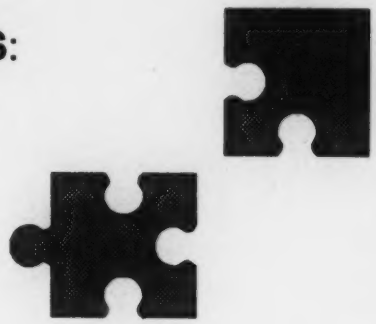
PARTICIPANT PERSPECTIVES:

A View From Three Adult Tutorial Programs in New Hampshire



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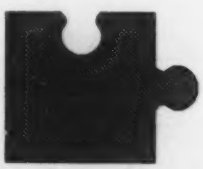

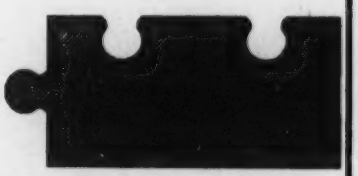

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PARTICIPANT PERSPECTIVES: A View From Three Adult Tutorial Programs in New Hampshire

Executive Summary

This Executive Summary has been prepared to present a concise, comprehensive synopsis of the following study, *Participant Perspectives: A View From Three Adult Tutorial Programs in New Hampshire.* The New Hampshire State Library sponsored this study for the purpose of exploring the experiences of the participants in adult tutorial programs and to gather meaningful information to guide program practice. Areas and questions of particular interest were: What are the strengths and weaknesses of the adult tutorial programs? What are specific staff development and training needs? What is the role of the public library in promoting adult literacy services?

To answer these questions, a two phase research process began in October 1993. Two adult tutorial programs administered by the NH State Department of Education and representing urban and rural populations were selected to participate in the study. In addition, one Federally funded LSCA Library Literacy program was also invited to collaborate in the process. A one page survey was mailed to the 531 students and tutors in the three adult tutorial programs requesting demographic data and responses to four open ended questions about program practice and experiences. The surveys were designed to maintain confidentiality and if program participants were willing to engage in an interview, they were asked to supply contact information.

A purposeful maximum variation sample of thirty self-selected respondents was identified for the interview process. From January to May 1995, five students and five tutors from each program were interviewed, as well as the program coordinators. In

addition to individual interviews, three focus groups were convened of students, tutors and coordinators to provide additional data. The interviews were audio-taped and transcribed. In three instances where audio-tapes were not feasible, extensive field notes were recorded. The qualitative data were analyzed with a constant comparative and cross-case methodologies.

The findings from the student surveys and interviews suggest that the adult tutorial programs are a highly responsive and effective means for delivering adult literacy services. Students indicated that a primary program strength was the tutorial relationship and specifically the supportive and individualized instruction offered by the volunteer tutors. Other strengths mentioned are the flexibility of scheduling, accessible locations and no cost services.

In regard to program limitations, students spoke of the need for more instructional materials that can be taken home, child care and transportation issues. Another need voiced by the students was for guidance in accessing post secondary education and employment after attaining their GED. The students also spoke of their personal limitations, specifically time constraints for attending to their studies and their ability to retain what they learn.

Tutor responses also indicate a high level of satisfaction with the adult tutorial programs. Again, the importance of a one-on-one relationship was considered a primary program strength. For the tutors, this relationship was with the Program Coordinator. Tutors spoke of the availability, accessibility, assistance and support provided by the coordinators. In addition, the tutors spoke of their personal satisfaction in working with the students.

The most frequent program limitation mentioned by tutors was the accessibility and quantity of instructional materials. The tutors spoke of not having enough workbooks, the accessibility and restraints of duplicating materials and distance from the central office to refurbish materials. The lack of high interest easy readers was also a

concern of the tutors, as well as a need for assessment and techniques to assist with special learning needs. Many tutors also voiced a concern for their own ability to teach.

The coordinators have different perspectives of their particular programs' strengths and weaknesses, but share some common thoughts on systemic issues. The commitment of the tutors and students was identified as a primary program strength, as well as the personal relationships with program participants.

The program limitations outlined by the coordinators were systemic in nature and addressed the constraints of providing effective services with inadequate funding and resources to address the needs of the tutor and student populations. The coordinators spoke of the need for part-time capable office help, instructional materials and services for special learning needs. In addition, coordinators mentioned the need for professionalization, respect and recognition of the importance of adult literacy programs.

The State and public libraries have had a positive impact on adult literacy services. Program participants spoke enthusiastically about the effectiveness of Connections: The New Hampshire Reading Project and the supportive environment of the libraries as tutoring sites. Participants have suggested that the library-based literacy services be expanded to include copying and borrowing privileges, accessible, visible sections for high interest easy readers and GED preparation workbooks.

The tutors made several recommendations for future staff development activities. In regard to pre-service training, the tutors have suggested an emphasis on adult learning styles and approaches, motivational strategies and tutoring tips and techniques. For in-service training, the tutors mentioned small local study sessions on specific skills topics, as well as more informal support groups. Tutors would also like a state-wide tutor specific conference with speakers and small discussion groups. A Tutor Resource Directory identifying tutors and their areas of expertise in conjunction with maximizing the knowledge base within the tutor population was also suggested.

The information gathered from the participants in the three adult tutorial programs suggests that the programs are providing effective, supportive adult literacy services, within the constraints imposed by the economic infrastructure. Although the programmatic limitations and personal challenges faced by the participants appear to be offset by the strength of the tutorial process, it is clear that to maintain and expand quality services, recognition of the value and importance of the volunteer adult tutorial programs needs to be addressed through an increased allocation of both funds and human resources.

PARTICIPANT PERSPECTIVES: A View From Three Adult Tutorial Programs in New Hampshire

June 1994

Introduction

In October1993, the New Hampshire State Library initiated a study of adult tutorial programs in New Hampshire. The purpose of the study was twofold: to explore the experiences of the participants in the literacy programs and to gather meaningful information to guide program practice. With the limited financial and human resources allocated to the volunteer tutorial programs, the intent of the study was to illuminate the strengths and weaknesses of the programs and maximize the existing structure. Within this framework, of particular interest to the New Hampshire State Library, were the areas of staff development and the role of the local public libraries in promoting adult literacy.

According to the 1990 Census, 150,000 adults in New Hampshire do not have a high school diploma. The New Hampshire Office of Adult Basic Education, through Adult Basic Education classes, Adult High School, Adult Outreach Programs and the Adult Tutorial Programs, provide literacy instruction to only six per cent of the undereducated adult population. In addition, several public libraries also sponsor volunteer adult tutorial services. For many adults, the adult tutorial programs are the only viable instructional option, due to geographic accessibility, flexibility of services and their ability to address various levels of individual literacy needs through one-on-one tutoring.

The adult tutorial programs are volunteer and community based, with generally only one paid professional, the Program Coordinator. Throughout the State, program enrollments vary from eighty to over five hundred participants per county. State- wide, approximately three thousand undereducated adults, or two per cent of the identified

population, participate in tutorial programs with a volunteer base of fifteen hundred tutors.

This document includes a section on the research methodology, the perspectives of program participants, the role of the libraries and summary implications. Demographic data on participants is included in the Appendix. The report is intended to provide meaningful information for three primary audiences: program participants, the New Hampshire State Library and the New Hampshire Office of Adult Basic Education.

Funding for the study has been a collaborative effort of the New Hampshire State Library, through a grant from LSCA Title VI and the Federal College Work-Study Grant Program.

I would like to thank the students, tutors and coordinators of the adult tutorial programs for their thoughtful contributions, as well as the Library Development Services staff of the New Hampshire State Library for their tremendous support in the facilitation of this study.

Methodology

Overview

The research design of the study includes both qualitative and quantitative methods of data collection and analysis. The first phase of the process was the development and distribution of a survey instrument to 531 program participants. The second phase consisted of thirty-three individual field based interviews. In addition to the individual interviews, three focus groups were convened with students, tutors and coordinators. Demographic data from the survey instrument was quantitatively compiled. The qualitative data from the interview process was analyzed using constant comparative and cross-case methodologies. The constant comparative method unitizes data to illuminate participant created categories of analysis. The categories are constantly compared to develop common themes and properties, as well as differing points of view. In the final analysis, the categories are reduced to address the specific questions of the study.

The Survey Sample

At the beginning of the study, the Literacy Consultant of the New Hampshire State Library, a Program Coordinator and myself selected the three adult tutorial programs that would be asked to participate in the study. To include maximum variation in the purposeful sample, several criteria were considered: program size, geographic location, i.e., rural and urban and the interest of the State Library to include a LSCA Title VI Library Literacy Program. The Merrimack County Adult Tutorial Program, the Grafton County (upper) Tutorial Program and the Fuller Public Library Project LIFT agreed to participate in the study.

The Merrimack County Adult Tutorial Program is located in the central New Hampshire city of Concord and is housed with a community-based adult basic education program, Second Start, Inc. Although urban based, the program provides services to two hundred and sixty students and tutors that includes outlying rural areas. The primary office of the Grafton County Adult Tutorial Program is in the northern town of Littleton and shares a building with a preschool, Head Start and Adult Basic Education. The program provides services to approximately one hundred and ninety-nine participants in a mountainous region. The program also operates satellite offices in several small towns. Project LIFT is a two year old LSCA grant funded adult tutorial program and is located at the Fuller Public Library in Hillsboro. Last year, Project LIFT received expansion funds and now has a secondary site at the Tuttle Library in Antrim. LIFT provides services to seventy-two tutors and students in the rural, yet proximate towns of Hillsboro, Deering, Antrim, Bennington and Washington.

The Survey Instrument

The survey instrument was developed with input from program participants and the Literacy Consultant of the NH State Library. Three different instruments were designed for each participant group; tutors, students and coordinators. Issues of confidentiality and reading level were considered in the development and distribution of the survey. To protect student confidentiality, the coordinators were provided with the survey, cover letter and envelopes to address from their enrollment lists. The envelopes were then returned to the State Library for bulk mailing.

In October 1993, five hundred thirty-one surveys were mailed to participants in the three programs. The one page survey was designed to be completely anonymous and included four close ended and four open ended questions. If respondents were willing to participate in the interview phase, they were asked to provide contact information.

Participants were asked to return the completed surveys in the enclosed self-addressed envelopes by November 15, 1993.

The Program Coordinators encouraged completion of the surveys through telephone and personal contact. In some instances, program newsletters also explained the study and solicited response. Tutors were also asked to encourage their students to complete the surveys. The aggregate response rates were:

All participants -	25 per cent
Tutor response -	46 per cent
Student response -	14 per cent

The wide disparity in response rates was disappointing but not unexpected. It was anticipated that there would be a low student response rate primarily because of the inappropriateness of using a written instrument to gather information from adults with low reading ability. It was however, the least intrusive and confidential manner of identifying students willing to participate in the interview process.

The participant characteristic data compiled from the survey, as well as copies of the survey instruments, appear in the Appendix. The findings from the open ended questions provided guidance for the development and focus of the interview questions and are integrated in the composite narrative.

The Interview Sample

As mentioned, the survey respondents were asked to indicate if they were willing to participate in a one hour interview. This method of self-selection was necessary to protect the confidentiality of program participants. Of the aggregate survey responses:

62 per cent were willing to be interviewed;
60 per cent of the students self-selected, and

63 per cent of the tutors.

An interview sample of thirty participants, fifteen tutors and fifteen students were targeted, with ten participants from each program, or five students and five tutors. The purposeful sample was selected for maximum variation of demographic characteristics represented in the survey population. Although maximum variation was intended, it was not possible in Grafton County where the overall response rate was low and only five students volunteered to be interviewed.

After the assessment of the survey data, an Interim Report was prepared for the State Library. In January 1994, the Literacy Consultant and I met with the State Librarian to discuss the preliminary findings and further define the focus of the interview questions. It was decided at this meeting that the interview focus would be on staff development needs and the specific role of libraries in the promotion of adult literacy services.

In mid- January I began the interview phase of the study. Each participant selected received a telephone call to confirm willingness to engage in an interview and to arrange a convenient date and location. The telephone calls were then followed by postcards confirming the interview logistics. From January to May 1994, the individual interviews were conducted at all three program locations. Interview sites varied from the program offices, to local libraries and the homes of the participants. The interviews were approximately one hour in length and were all audio-taped with the exception of one interview where the tape recorder malfunctioned. All tapes were transcribed at the New Hampshire State Library, except in two instances where the limited English of the participants made transcription extremely difficult. In these three exceptions, field notes were recorded during and immediately following the interviews.

In addition to individual interviews, three focus groups were convened to provide additional collaborative information. Five additional tutors and eight additional students participated in group interviews, therefore bringing the total number of interviewees to

twenty tutors and twenty-three students. The three coordinators also participated in both individual and group interviews. Copies of the Interview Guides appear in the Appendix.

The Researcher

As the primary data gathering instrument in a qualitative design, the background of the researcher must be defined. I am a doctoral candidate at the Union Institute and my field of study is Evaluation Research. Most significantly, in regard to this research endeavor, I have several affiliations in the area of adult literacy. Presently, I am a volunteer tutor in Project LIFT, one of the three programs engaged in this study. I also serve on the Advisory Committee of Project LIFT and am a long time patron of the Fuller Public Library. For the past three years, I have written the proposal that has secured the federal funds for Project LIFT. Other literacy activities include Board membership on the New Hampshire Council on Literacy and authorship of the Even Start intergenerational literacy proposal in Manchester, New Hampshire. My student and I did respond to the survey instrument, but did not participate in the interview process although many of our experiences and thoughts are reflected in the words of others. It is important to clearly identify myself, not only as a volunteer tutor in Project LIFT, but as an advocate of improved literacy practice in New Hampshire.

Student Perspectives

To gain insight on program practice, it is important to consider the personal perspectives of participants. In exploring the needs of learners in the adult tutorial programs, certain questions guided the inquiry process: Why at this time in your life have you decided to further your learning? What is different now? What is your greatest challenge? The student interviews explored some significant personal issues that illuminated directions and considerations for effective program practice. These personal perspectives provide a framework for the later presentation of student thoughts on the adult tutorial programs.

Personal Motivation, Changes & Challenges

For many adults in the programs, their families had a strong influence on their decision to improve their literacy skills. Husbands and wives that had received their GED's, as well as concern for their childrens' valuing of education were discussed frequently. Some excerpts from student interviews explore these motivating factors,

> My wife kept getting after to me to get my GED. So, I thought about it for a long time. Like I said, she kept at me and at me. So one day I turned around , I surprised her, I says, " all right, call them up." So she called up and set up an appointment.

> I really wasn't interested in school, but as I got older, I began to realize the joke was on me. I stressed that to my kids, learn all you can learn, get an education. You don't want to end up like me.

> My third grader kept coming home from school asking me to help him with his math. And it was like, oops, I can't do it, so I decided I'd better start

learning it.

I started thinking to myself, I'd like my kids to say, "Oh my Dad, he dropped out but he went back and got his education.

I want my kids to realize how important education is, to go back to school right in front of them. It's really humiliating to be a high school dropout.

For other students, finding a better job was their primary reason for getting a GED,

The handwriting was on the wall. I haye two kids, I'm a widow, I have to work and I need to go on with my education.

I decided to finally get my GED after eighteen years. I applied for two jobs, was hired until they found out I didn't have a high school diploma. I said to myself, I'll just find a job that I don't need a GED at. But I don't wanna get stuck like that the rest of my life. And today, if you don't have one, you're not going to find a decent job. And tomorrow, you'll be lucky if you're working in a sawmill picking up chips. I never thought it'd be like that.

Once students decide to further their education and enter the Tutorial Programs, personal perceptions of themselves appear to change as both individuals and learners. All of the students interviewed spoke positively and enthusiastically about their increased confidence and literacy gains since their tutoring began,

I have a lot of respect for myself now, I realize I'm not stupid. I've got confidence, I get along better with people now, I used to have a lot of anger inside. My tutor was the one that really put a lot of good things back into me, like I can respect who I am. This program has helped me alot, helped turn me around.

I feel like I am capable of learning, that whoever I'm standing next to, chances are, I can learn just like they can and on a personal side, somebody insulted me. I said don't you ever, ever call me stupid again.I'm not stupid. Being a high school drop out is a terrible, it's an awful feeling, but don't you ever call me stupid again. Because now I know I am capable of learning, just like anybody else. I still have some fears, but deep down I know I can learn.

My outlook on things is different, I feel better about myself because I'm

accomplishing something. I always feel better when I'm doing something positive. I figure from the time I started to now, I've come a long way.

Along with these feelings of personal success and confidence, the students also face many challenges. During the interviews, I asked the Blue Sky fantasy question, If you could have anything in the world to make your experience in the program better, what would it be? Repeatedly, the primary response to this question was "time." For many learners, the demands and responsibilities of their adult lives make it difficult to find the time to sit down and study,

> I just want them to leave me alone, because I was plugging away, I wanted to do those problems and get through them.
>
> I work two jobs, seven days a week, sometimes I just can't get to my homework, all I can do is show up for my tutoring. And sometimes, I'm so tired I can hardly concentrate.
>
> All I want is the time to sit down and go through it, so that maybe it would register and I wouldn't have to do it over and over again. There's nothing else I want, just time.

The other theme that resonated in the students' responses to this question was their inability to retain information and learn more quickly. During the focus group interview, this concern was voiced by the students, "Why can't I learn, is there something wrong with me? Why do I need to do things over and over again?" Individual interviews also echoed many of these same thoughts,

> It's frustrating, but it's more that I'm frustrated with myself. You know, why can't I learn this? It's almost like age is against you, it goes in the memory bank and gets zipped out.
>
> I'm getting impatient because I'm trying to get it done and it's not sinking in. In January, I was in the program a year and I thought I'd have my GED done by now. I didn't realize there was so much to learn and I would have such a hard time learning it.
>
> Sometimes it's hard to continue with what I'm doing. I get discouraged, it's

taking a long time. It takes such persistence to do it at night.

And, finally as one student said,

> If only I had known how hard it is to get a GED, I sure would've gotten my high school diploma. I mean, cause that's the easiest ride you're going to get.

Program Strengths

During the interview process, I asked the students questions about the strengths of the Tutorial Programs, if the programs were meeting their needs and what they liked about the programs. Without exception, the immediate student response to this question was "my tutor." This response was also repeated frequently in answer to other interview questions, such as why is this experience working for you? or even in regard to the Blue Sky fantasy question. The significance and impact of the one-on-one tutorial experience for students has been a major finding in this study. As the students said,

> My tutors have helped me realize you don't give up. They've made a big, big improvement in my life. I mean they took the time, even if it took twenty times to get me to understand it. That was great, because I knew they had the patience. They gave me hope. I love this place, it's helped me a lot.

> All I can say is the people, a good tutor. Just being able to work with people willing to answer questions no matter how silly they sound.

> I tried to study on my own without a tutor, but forget it, there's no such thing! That was what was so wonderful about having a tutor, she could just pull the knowledge right out. Anybody that does this must be commended, they might just think they are tutoring, but what they are really giving people can't be measured.

> My tutor is real busy right now, we've missed a few sessions, but I don't want to start all over again with a new tutor. Me and my tutor understand each other. So, I'll just wait until he's less busy.

To understand the importance of the tutorial relationships for students, it is helpful to consider these present experiences against the backdrop of previous educational

settings. Although, I did not specifically ask students about their early school years, many participants spoke at length about their primary and secondary level schooling.

> In school, I found it so hard because there were so many, I couldn't ask the questions that I wanted to ask. There was too many, you know. This way here I was an individual, she would take the time, if I had a question I'd ask her and she would explain it. I think this is why I found it more interesting. Because if I had a problem, she'd straighten it out with me. I think this is the biggest thing I found by having a tutor.

> Then I went to a public school and they stuck me in a ungraded room. And it seemed to me like I just stopped growing. And then when I got to high school it was very scary for me because I couldn't take the peer pressure. I just didn't fit in.

> I remember going up to the teacher in the sixth grade and I told her I couldn't pronounce people's names and that bothered me. She just said that it would come and that's as far as it went. Then I started crocheting to pass the time and nobody seemed to care, they just passed me along. It was just like my brother. They did the same thing, they cheated him through.

> It hurt a lot of people. They would just send them off on errands or set them aside. They would set the slow ones aside and if you didn't get it, so what. If you didn't get it, the teachers wouldn't stop and show you. My tutor breaks it down step by step and if I don't get it, she goes back and explains it. My school would never do that.

It is clear that the adult tutorial programs have provided an opportunity for many adults to continue their education in a positive and supportive environment. Other program strengths that students mentioned were the flexibility of tutoring schedules and an appreciation of the no cost service.

Program Limitations

During the interviews, I asked students what could make the program better. Most of the students are extremely satisfied with their experiences in the adult tutorial

programs. In all instances, student suggestions tended to address systemic issues rather than individual program concerns.

Students spoke about the need for more instructional materials to take home, including audio and visual tapes and also more books that repeat the same concepts. For some students, economics, transportation and child care are issues. As one student said,

> Sometimes I would have to take the last five dollars I had to get a baby-sitter. There are people in the this town that are in a worse situation than I am, that don't even have a vehicle or the five dollars. How are they supposed to get their GED?
>
> So you go through all this and then you find out you need money to take the test and you don't have it that week. And then the next week you might be feeling sorta down and then before you know it, you're right back where you started.

Several students spoke about not knowing how to access the workforce or further their education after obtaining their GED,

> Sometimes I think the easiest part was getting through the learning part, the next thing is figuring out what to do with it, what options are out there, what direction to go in the workforce.
>
> I wanted to start at the Tech last semester. It took me weeks and weeks just to get a catalogue. I was willing to do anything, but there wasn't even someone to talk to on the other end. I'm feeling stuck, everybody just kept passing the buck. I feel great and I know I'm going to go on, but the more time that lapses, the harder it is.

Tutor Perspectives

As with the students, the volunteer tutors bring to their tutorial relationships a wide range of personal experiences, beliefs and contexts. Also, like the students, the tutors face both personal and programmatic challenges. Many tutors came to the adult tutorial programs to help others, to share their knowledge and to make a difference in someone's life. For other tutors, involvement in the programs was connected to a previous or future interest in the teaching profession. And again, like the students, some tutors entered the programs to feel good about themselves or to do something positive with their lives. During the interviews, tutors were asked what their greatest challenges are, what were the program strengths and weaknesses, the Blue Sky fantasy question and specifically what type of staff development activities would address their learning needs. The following sections provide a glimpse of these various facets of the tutors' experiences.

Personal Challenges & Expectations

When discussing their greatest challenges, the tutors often spoke about differences in their own expectations, the commitment of their students, the students' personal problems and time limitations. For many tutors recognizing the divergence in their expectations and their students' commitment is a continual challenge,

> I need to accept where my student is, where he wants to go and then try to figure out how to help him achieve his goals. It is so difficult to assess when they have reached their highest level of attainment.

> I want to find someone who really wants to learn, someone who's not going to leave in a month or can't keep a commitment.

> Keeping up the motivation of my student is my greatest challenge, trying to sustain excitement and interest in learning. Is it realistic to expect that joy of learning? It's hard to accept because we come in and boy, we're

going to help somebody read, because I love to read.

> You must always think that even if you only did a little bit, it may make a difference and you may never know what difference it made. You can't let yourself get discouraged. It gets frustrating because he doesn't want to achieve as quickly as I want him to.

> It's hard to put aside your own agenda, or what you think they should be.

For other tutors, their own time limitations to prepare for the tutoring sessions, as well as their students', is a challenge and was also a response to the Blue Sky question. This lack of time expressed by the tutors' was also voiced in the student interviews,

> What could make my experience better as a tutor? All I can say is time, more time to prepare, more time to spend with my student and my student having more time for homework.

> More time to prepare. Every week we meet and do our thing and I think, OK for next week I'm going to do all this great stuff and then next week comes and I haven't done any of it.

> My greatest challenge is trying to inspire him to do homework, he has a lot of other things going on in his life. I'm lucky if he does his homework. I get a lot of cancellations because he hasn't.

> All I would like is my student to be well prepared. I know she has limited time and lots of personal problems.

With only a few exceptions, most of the tutors interviewed spoke of their own feelings of inadequacy. This theme was continually repeated and clearly is a central issue for many volunteer tutors. These feelings of inadequacy were the most consistent finding in the tutor interviews and crossed all background levels of education and prior teaching experience,

> My first student was a flop, it was very discouraging and I thought maybe I wasn't good enough. I don't hold a formal degree and I guess I just wasn't good enough.

> Sometimes I feel like I'm a sham or something, because I don't feel like

> I'm the teacher. And I've been a teacher before, I worked in the schools so I know when you're really teaching. Sometimes I feel inadequate, I feel like I should be doing more for him, but it hasn't come to me what I should be doing.
>
> I go to some of these workshops and boy, do I feel dumb. I'm not a teacher, I don't understand why we are doing these things. Sometimes I feel like I'm being talked down to, like what am I doing in this program, I'm not a teacher.
>
> Well, we can't be all things to all people, but I'm sure there are some people in the program that are. People like that are ex-teachers. When we meet I listen to some of these people and they have an answer for everything and they seem to have more resources than I do.
>
> I feel inadequate in a lot of ways, I can sense there is something that inhibits him. I wish I knew more about working with learning disabled people.

Program Strengths

For most tutors, their program experiences have been extremely positive and rewarding. Again, as in the student interviews, the tutors spoke of the importance of a one-on-one relationship as a primary program strength. For these tutors, this strength has been the support and availability of the Program Coordinators, as well as the tutorial relationship. Tutors feel that the coordinators are accessible, approachable and able to provide guidance and assistance. The tutors also spoke of the value of the tutorial process,

> I think the materials are good, and just the situation of the one on one tutoring does it. I mean all it takes is the two people and the attention the tutors give their students. I don't think there's anything that costs money that would make it better.
>
> My student has so much more confidence now, his self-esteem has improved tremendously. He's not afraid to ask questions like he was in school, that's why it never worked for him. Being together just the two of us works so well for him, for someone that has gone through our school system and has failed. Having it available at

> a time when people can come, without any pressure and they can go at their own speed. That's what works.
>
> We've made incredible strides together as a team. It's very rewarding to see that light come on when your student discovers he can do it.

And, as one tutor said in response to the Blue Sky question,

> I don't know if it could be much better. I am so gratified working with my student. I mean there are times I'm tired and I don't really feel like doing this. I have never once come away not feeling uplifted. His enthusiasm is so contagious and he works so hard. There is no amount of money that could make him work any harder, or what I'm doing any better.

Program Limitations

As with the student responses, most of the tutor replies to this question reflected systemic, rather than program specific issues. The most frequent program limitation mentioned by the tutors was the accessibility and quantity of materials. For many tutors, in outlying regions, it is difficult to get into the central office and refurbish materials. Other tutors spoke of not having enough workbooks for students to write in or take home, also mentioning the time involved and accessibility for copying materials. As one tutor in a rural area said,

> If I don't have time to get into the center to see what's new, I think things get pretty stale. And it's hard for me to get in there, I work all day and the center is in the opposite direction. I think we need to get in there, see what's available, be tempted. You know we have this telephone tree and someone calls you and asks do you need anything and you say no, we're fine, but we're still using the same book we used for two years.
>
> It's very easy not to go in and get new materials. We could go on for years and years and never go back into that place.

In addition to accessibility and quantity, several tutors mentioned the difficulty of locating high interest easy reading materials for their lowest reading level students.

Having to resort to childrens' early phonetic readers was considered demeaning to adult new readers. Other tutors spoke of the need for more diagnostic assessment and teaching tips for adults with suspected learning challenges. One tutor would like a Hot Line to a reading specialist to request strategies for teaching difficulties.

A few tutors feel that the programs are not finding the students most in need of services and that there is a difficulty retaining students and tutors. These tutors cited some difficulties in the group or class tutoring sessions,

> We have sort of a big turnover in volunteers, you have some come in and they are comfortable helping in one subject and maybe not in another. And you've got all these students that have to cover all these subjects. I feel handicapped when I don't know the backgrounds of these students. The class is constantly changing for one reason or another, I float between wherever I'm needed, but it's hard to know what to do. Sometimes I feel there isn't anything for me to do.

> Sometimes you feel you have to give one person a lot of extra attention and that may be the time you've got a big class and none of the tutors show up. So you really are spread sort of thin, and when that happens, the next week you probably aren't going to see as many people here.

Tutor Training & Resources

Of particular interest to the NH State Library are the staff development needs of program participants. Tutors and coordinators were asked to address this question, not only as to the content of the training, but to define the specific delivery system that would be most effective. The tutors provided some specific insight into the types of training they would like to see offered and its format. Staff development needs were defined in two primary categories, pre-service and in-service training.

Many tutors spoke of the content of their pre-service training and its relevance to their own tutoring situations. The tutors felt that it was extremely difficult to retain and relate subject area training, i.e., whole language or math when they were just beginning to tutor, or in many cases, did not have a student yet,

> I think the biggest problem was in the very beginning. I felt like I was just sorta flying by the seat of my pants. I didn't have any training and I didn't really know what I was getting into.

> How do I know what I need? I don't know anything about teaching adults, I don't need to know about the GED, I need to know how to teach adults.

When asked what the content of the pre-service training should be, tutors spoke frequently of adult learning theory, different learning and teaching styles, motivational techniques, homework issues and dealing with the students' personal problems. In other words, at the pre-service level, the tutors seem more interested in how to teach adults, and who their students are rather then particular content area information.

In regard to in-service training or ongoing staff development needs, three primary themes emerged, geographic proximity, local support groups and interest specific sessions. Many tutors from rural areas spoke of the difficulty of traveling to a central location for training, particularly during the winter months. These tutors spoke of developing small, local training sessions, both for support and in specific topic areas. Several tutors would like to see focus groups on particular student ability levels, for example early readers, early math, ESL, pre-GED, social studies, writing and special learning needs.

Many tutors also felt that staff development should be mandatory, structured and respond to individual teaching goals. As one tutor said,

> In these programs, we all talk about our students' learning goals and individualized instruction. But what about the tutors? We are expected to respond to group training on topics that do not address our own learning needs. I used to go to workshops but they didn't apply to my student or my situation, maybe some day I'll have a student it applies to, but by then I probably will have forgotten it. I don't go anymore, they just don't pertain to my situation. It's discouraging.

Tutors would also like a full day conference developed around a wide variety of teaching topics with break out sessions for individual interest areas. Many tutors are interested in more specific information and training on taking the GED. Other topic areas

mentioned were tutor-made materials, working with dyslexics and sequential learning. Tutors were aware of the cost of conferences and suggested a few inspirational speakers, tutor volunteer presenters and brown bag lunches.

The tutors also spoke about the tremendous energy and resources within the tutor population. Although tutors would like outside speakers on various topics, they also feel that the tutors' themselves have a wide range of experience and expertise to share. The development of a Tutor Resource Directory, geographically organized, listing tutors and their areas of expertise was suggested as a means to contact and share knowledge.

Coordinator Perspectives

As with the tutors and students, the Program Coordinators completed surveys, participated in individual interviews and also met together in a focus group session. The Coordinators are as diverse as their program populations, coming from various educational backgrounds, experiences and length of time working in adult tutorial programs. Of course, a primary difference is in the basic administrative structure, small size and funding level of the federal Library based program, Project LIFT and the two county Adult Tutorial Programs administered by the NH Department of Education. Although, these basic differences are considerable, all three program coordinators provide tutorial services to undereducated adults, face personal and programmatic challenges and have some of their own learning needs.

Personal & Programmatic Challenges

With limited financial and human resources, the Coordinators meet daily challenges in the administration of their programs and experience realizations and frustration in addressing the diverse needs of the students and tutors,

> The greatest challenge for me is knowing when to stop looking for the magic cure to keep all our students in this program until they reach their goals. I am an idealist. I want the best for all of our participants.

> I can't be everything to everybody. I also know that not every tutor who signs on really is ready to do the job for many reasons - and the students do not drop out of the programs because of what a tutor has failed to do for them. It was important to learn this, so I would not feel a failure to them.

> I would love someone to make the days longer, my pay higher and my children more understanding toward the demands of this job.

> My greatest challenge is to do all there is to do. The least important work like

organizing, filing, sorting, discarding, dusting, cleaning never gets done.

Coordinators also express concern in their inability to be all things to all people. In each of the three programs, these feelings have a slightly different focus. For some coordinators, recruitment and the matching of students and tutors is a concern,

> My greatest challenge is getting tutors, I need tutors, that's really scary. The likelihood of a student coming back if I can't get them hooked up is not good.

> You don't know about these matches, it could appear to be the most perfect match in the world. There are no guarantees. You can't baby the situation. There's no way of knowing if it's going to work.

> Once I start meeting people, I develop a relationship with that person, if it's a student then it's hard to transfer them to a tutor. I end up working with people that cancel a lot. To match them with a volunteer is really discouraging. I don't want people out there when it's not a really solid match, where the volunteer ends up feeling discouraged. There's a small window of opportunity to transfer to a tutor. I have to meet people to match them, I guess that's a strength and a weakness.

> At the same time, I always dwell on what needs I've not met, rather on the successes that there are to celebrate. Consequently, I have a hard time assuring myself I'm doing an adequate job and honoring all the good work people are doing out there.

Program Strengths

Not surprisingly, the Coordinators also spoke of program strengths in terms of personal relationships, the commitment of tutors and students and personal contact with participants,

> The tutors and students are just wonderful. People call up and say can I come to your program and be a volunteer. It's just amazing that people do that. That's what I would say the strengths are.. lots of wonderful, wonderful people out there.

> I think the strength is that the program is pretty small. I feel like there's a fair amount of contact with students and tutors. When I match a student and volunteer, I've met with them both a couple of times, I have a pretty

good sense of the people. I think that's probably a strength.

Program Limitations

As mentioned, the three coordinators administer three uniquely different programs, each program having its own particular strengths and weaknesses. In one program, geography alone is a serious consideration in meeting the needs of students and tutors. In another program with high enrollment, the lack of office personnel limits the amount of time the Coordinator can devote to participant issues. And in another program, the Coordinator is concerned with the tutor training, is it enough or the right kind. Although each program has its specific needs, the Coordinators spoke frequently of systemic issues, concerns facing the adult literacy programs in New Hampshire.

A primary concern voiced by the Coordinators was the lack of professionalism and respect that is perpetuated in the structure of adult literacy programs. Programmatic constraints due to the lack of adequate funding and resources hinder the most effective delivery of services and promote an atmosphere where participants feel that they are not doing enough, do not have adequate resources and do not have enough time. For the Coordinators, the same issues come up over and over again,

> We know the problems, we know the needs, but we can't fix them. The model has to change, we either need more of us or more help.

> I think its outrageous to tell tutors they have to share books, those are real embarrassments to me. All these programs were designed as start-ups, but they never progressed beyond that. If we were to support each student and tutor with books, it'd cost $9,000.00. We have $2,000.00.

> My dream is that ABE be professionalized, to the extent that they consider educating people to basic skills as important as educating a lawyer. These volunteers have done just as much or more to help people as paid teachers have and they've done it quietly, silently and with dedication. I would like that to be heard loud and clear with honors, training and perks.

> I need consistent, capable part-time office help. I can't expect the volunteers to do everything, they do enough. I'm also used to working with staff around,

It's nice to have people to bounce ideas off of, it's energizing.

One of the biggest questions we face is, what to do about learning disabilities?

Professional Development & Training

The Coordinators value meeting and talking with each other about common concerns and issues. In addition, some of the Coordinators are pursuing additional collegiate degrees or relevant coursework. Conferences, workshops and professional journals are other sources of professional development that the Coordinators actively engage in.

During the focus group interview, the coordinators discussed the staff development needs of the tutors and the difficulties of providing additional or alternate formats. In some programs, a variety of delivery systems have been tried, however for the most part tutor attendance remains low. Echoing some of the tutor concerns, the Coordinators spoke of the state-wide conferences and workshops being designed primarily for ABE classroom teachers rather than tutors.

The Coordinators are aware of tutor feelings of inadequacy regarding their status as "non-teachers,"

> The tutors are highly intimidated. In fact I'm very careful in workshops. My first couple of years I realized that when we did little ice-breakers, or introductions, that a lot of times a tutor would take me aside after the sessions and say, I don't think I can do this. And I'd say, why not? And they'd sort of mumble-mumble makeup excuses. What I discovered was that the minute somebody in the group would say, well, I've been a school teacher for twenty years, or I have a Ph.D. in bla-bla, they de-select themselves. So, I stopped doing that and try to get people not to say those things. I have more open-ended questions that are unrelated.

> I wish I could tell them how many trained teachers just don't cut it because they only know one way that worked for successful students. They can't make the transition to student centered learning, they can't shelve their lesson plans.

The Role of the Libraries

The NH State Library has a particular interest in promoting literacy throughout the public library system. Participants were extremely enthusiastic about the role of libraries in the adult tutorial programs and felt that the libraries were ideal locations for tutoring sites. Tutors, students and coordinators spoke of the advantages of library sites citing the accessibility of reading and reference materials, congenial atmospheres and the introduction of new readers to library services.

Participants would also like to see the role of the library expanded as a community literacy resource center. Specifically, tutors and coordinators would like,

- A visible, easily identifiable section in the library for adult easy readers
- Free copying privileges for tutors needing to duplicate literacy materials
- Library cards for non-resident students and tutors at the larger public libraries, i.e., Concord Public Library
- Selections of GED preparation workbooks.

In the library based adult tutorial program included in this study, Project LIFT, many of the limitations cited by students and tutors were not evident. It appears that in this particular case, the centralized location, the small size of the program, the availability and accessibility of materials, the copying and borrowing privileges, as well as the supportive atmosphere provided by library personnel are highly responsive to the needs of program participants.

In addition to the libraries as tutoring sites, participants were very positive and supportive of other Library initiated services, particularly the Connections program. Tutors and students spoke enthusiastically of their enjoyment of this program,

> Connections is really great! Some of these people are shy, afraid to come out, because people will think they're stupid. It gets you so that you feel more comfortable and you feel like you're up with the others.
>
> It is so encouraging when you go there, you put it all together and really

get something out of it. Individuals have so much potential and Connections really seems to bring that out.

Conclusions & Future Considerations

Limitations of the Study Itself

This study has provided some extremely useful and insightful information about the experiences of participants in three adult tutorial programs in New Hampshire. The data cannot be generalized to the larger population, but is representative of the three participating programs, bearing in mind the self selection process of the respondents. Perhaps a greater limitation of the study, however, and why it is both research and evaluation, is the sponsorship of the effort.

The NH State Library, through various initiatives, has become an advocate for literacy programs in the State. The Library however, is not the administrative agency for the adult tutorial programs, nor is it a decision-making body for allocation of funds and services. Participants in this study cooperated out of a willingness to learn more about their programs and peers. The implications and future considerations presented in the following section are the results of careful data analysis and interpretation. It is hoped that this information will be useful both on a state-wide and local level to inform program practice.

Conclusions

With only a few exceptions, the experiences of participants in the three adult tutorial programs are extremely positive. For the students and tutors, the programs have made a significant impact in their lives, on both personal and literacy acquisition levels. Although tutors and students sometimes face discouragement and frustration, it is most often in regard to the feelings of personal limitations rather than programmatic

weaknesses. For the Coordinators, on the other hand, much of the frustration is related to the adult literacy infrastructure.

A critical finding in this study is the importance of the one-on-one relationship as a primary strength in the adult literacy process. The tutorial relationship is clearly an extremely effective and important delivery system for adult literacy services. Although the benefits of group instruction and the social construction of knowledge cannot be ignored, for these undereducated adults seeking additional learning, the flexibility, accessibility and individualized instruction offered by the adult tutorial programs appears to be very responsive. Conversely, the tutors appear to gain tremendous satisfaction from the personal contact and involvement with individual students.

An interesting aspect of this study is that one third of the participants were not active in the programs at the time of the survey or interviews. In some cases, students and tutors had not been matched, in other instances personal issues had temporarily interrupted participation and in yet other cases, students had attained their GED and were seeking employment or further education. A tentative supposition emerges from this phenomenon, that although not presently engaged in program activities, students and tutors still consider themselves participants in the adult tutorial programs. It appears that both present and past involvement in the adult tutorial programs is a significant, enduring experience for both tutors and students.

Another important finding has been the feelings of inadequacy expressed by tutors, students and coordinators. For students, the question is, why can't I learn? For tutors, the feeling is, I don't know how to teach. For coordinators, it is the sense of not having adequate resources or professional status. It appears from the data that everyone is trying their hardest, that goals are being met, but yet, after a certain point, a ceiling of attainment is imposed either by personal perceptions, special learning challenges or systemic limitations.

What is the implication of this finding? Of course, more funds, more resources, more staff development and perhaps access to diagnostic and prescriptive teaching would be beneficial. But personal perceptions also must be considered, How do you change the way people think about themselves? In addressing this question, I reflect on the words of one of the coordinators,

> I think the belief system is a big factor. It's the baggage that you carry around that pulls you down and if somebody has the symbol of this learning experience as being totally negative and it brought failure, then it's hard to erase those negative memories... I think everybody would say your sensitivity is important, that you have to nurture the whole human being, you have to be aware of where they're coming from. You have to look at where they are and take them where they want to go, to whatever that potential is.

Although the coordinator was speaking about students, her thoughts have implications for all participants in the adult tutorial programs.

Future Considerations

As mentioned, staff development and the role of the libraries was a focal interest of the State Library. Of course there are as many teaching and learning styles as there are participants, however, certain suggestions for staff development were repeated frequently. Summarily,

> **Pre-Service Training** - It has been suggested that the content of Pre-Service training focus more on the adult learner than on specific skill acquisition. Tutors felt that skills training was too decontextualized at the time of initial tutoring and that adult learning styles and general tutoring techniques would be most helpful. In view of the tutor/non-teacher concerns, it would appear that time would be well spent discussing these issues.
>
> **In Service Training** - It appears that tutors would like small, local training and support sessions developed around specific topic and skill areas. Some tutors spoke of study groups, while other tutors indicated a need

for more informal support sessions. A state-wide, tutor -specific conference with speakers and discussion groups has also been suggested. Additionally, tutors would like to tap the knowledge and skills within their own group through a resource directory and volunteer -led discussion groups.

Library Role - Expanded services to adult tutorial programs including copying privileges, visible adult easy readers, library privileges and GED preparation books, use of interlibrary van for transporting of instructional materials to tutors.

The participants of the three adult tutorial programs that cooperated in this study have provided valuable information, not only about their programs, but about their personal experiences and feelings as volunteer tutors, adult literacy students and the coordinators of the programs. It is questionable if the infrastructure of the adult literacy effort will change in the near future, providing more funds and services to the adult tutorial programs. It is clear, however, that the sensitive and conscientious efforts of the participants will most probably continue and that the tutorial process is highly valued and effective for those involved.

APPENDIX

AGGREGATE DATA

Table 1. Overall Survey Response Rate By Program

	Number of Surveys Mailed	Number of Responses	Percent
Grafton County ATP	199	20	10
Merrimack County ATP	260	83	32
Project LIFT	72	28	39
Total	531	131	25

Table 2. Tutor Response Rate By Program

	Number of Surveys Mailed	Number of Responses	Percent
Grafton County ATP	44	12	27
Merrimack County ATP	110	56	51
Project LIFT	22	13	59
Total	176	81	46

Table 3. Student Response Rate by Program

	Number of Surveys Mailed	Number of Responses	Percent
Grafton County ATP	155	8	5
Merrimack County ATP	150	27	18
Project LIFT	50	15	30
Total	355	50	14

Results of the Tutor Survey
N=81

Table 1. Characteristics of the Tutors: Length of Time Tutoring

Length of Time	Percent of Respondents
Less than 1 year	20
1-5 years	58
6-10 years	6
11-15 years	13
15 +	3

Table 2. Characteristics of the Tutors: Number of Students Tutored

Number of Students	Percent of Respondents
0	14
1	64
2	11
class	4

Table 3. Characteristics of the Tutors: Educational Background

Education	Percent of Respondents
High School	22
Undergraduate Degree	43
Advanced Degree	26
Other	6

Results of the Student Survey
N=50

Table 1. Characteristics of Students: Length of Time in Program

Length of Time	Percent of Respondents
Less than one year	37
1-5 years	46
6-10 years	9

Table 2. Characteristics of the Students: Age & Gender

Age	Percent of Respondents
16-20 years	4
21-30	22
31-40	24
41-50	30
51-60	8
60 +	3
Gender	
Male	36
Female	60

Table 3. Characteristics of Students: Educational Background

Completed in School	Percent of Respondents
Grade K-5	4
6-8	22
9-12	61
Over 12th	4
GED	5

Table 4. Characteristics of Students: Frequency of Tutoring

Times per Week	Percent of Respondents
Once a week	71
Twice a week	17
Class or other	12

Student Questionnaire

Please do not write on the back of this page. If you need more space, please attach another sheet of paper.

1. **How long have you been a learner in the program?**
   _____months,_____years.
2. **What was the last grade you completed in school? _____.**
3. **How often are you tutored?____ once a week; _____ twice a week;_____other.**
4. **Sex _____ Age _____.**
5. **What made you decide to come to the Tutorial Program?**

6. **What is the most valuable thing you have learned in the Program?**

7. **What is your greatest challenge as a learner?**

8. **What could make your experience in the program better?**

If you are willing to participate in an one hour interview, please write your name, address, telephone number and a good time of the day to call you.

Name_____

Address_____**Phone**_____

When is a good time to call you_____

Thanks for your help! Please return this questionnaire by November 15, 1993.

Tutor Questionnaire

Please do not write on the back of this page. If you need more space, please attach another sheet.

1. **How long have you been a tutor? _____ months, _____years.**
2. **What is your educational background? _____ high school graduate _____ undergraduate degree _____advanced degree_____other_____.**
3. **How many learners do you presently tutor? _____.**
4. **Sex_____ Age_____.**
5. **What made you decide to become a tutor?**

6. **What is the most valuable thing you have learned as a tutor?**

7. **What is your greatest challenge as a tutor?**

8. **What type of assistance, support, resources would you find most helpful in your tutoring experience?**

If you are willing to participate in an one hour interview, please indicate your name, address, telephone number and a good time of the day to call you.

Name_____

Address_____**Phone**_____

When is a good time to call ?_____

Thanks for your help! Please return this questionnaire by November 15, 1993.

Coordinator Questionnaire

Please do not write on the back of this page. If you need more space, please attach another sheet.

1. **How long have you been an ATP Coordinator? _____years _____months.**
2. **What is your educational background? _____ high school graduate _____ undergraduate degree _____advanced degree other(specify)_____.**
3. **What other experience have you had in adult aducation or adult literacy programs?**

4. **How many students do you presently tutor? ___one to one_____classroom.**

5. **What is your age?_____ Gender_____**

6. **What made you decide to become an ATP Coordinator?**

7. **What is the most valuable thing you have learned as a Coordinator?**

8. **What is your greatest challenge as a Coordinator?**

9. **What type of assistance, support, or resources would you find most helpful in your experience as a Coordinator?**

Thanks for your help! Please return by March 15, 1994.

Randy Thomas
NH State Library Literacy Study
January 10, 1994

Student Interview Guide

1. **Thanks**
2. **Informed Consent and tape**

Questions

1. **On the survey, we asked what is your greatest challenge as a student, could you tell me some more about that?**

2. **How well do you feel the program is meeting your needs?**

3. **What could be done better?**

4. **What is different in your life since you've been in the program?**

5. **How could we reach more students?**

6. **If you could have anything you wanted to help you as a student, what would it be?**

Randy Thomas
NH State Library Literacy Study
January 10, 1994

Tutor Interview Guide

1. **Thanks**
2. **Informed Consent and Tape**

Questions

1. **The survey asked what isyour greatest challenge as a tutor, could you tell me some more about that?**

2. **What do you feel are the strengths of the program?**

3. **What do you feel are the weaknesses of the program?**

4. **If you could have anything you wanted to help with your tutoring, not counting time or money, what would it be?**

5. **How could we reach more tutors?**

6. **What would be the best way for you to get the training or support you need?**

Coordinator Interview Guide

October 14, 1993

Informed Consent and Tape

1. **How would you describe your philosophy of adult literacy instruction?**
2. **What type of professional development activities do you participate in?**
3. **What is are the strengths of your program?**
4. **What are the weaknesses of your program?**
5. **If you could have anything in the world to make your experience as a coordinator better, what would it be?**

Consent Form

I, _____ give my consent to participate in the research project, "Literacy Practice in New Hampshire" which is being conducted by Randy M. Thomas. I understand that my participation is completely voluntary. I can withdraw my consent at any time.

The following points have been explained to me.

1. The reason for the study is to gather information concerning the participants and processes involved in the Adult Tutorial and Library Literacy Programs. When completed this study will be a valuable tool to understand the strengths and weaknesses of literacy practice and to learn about the experiences of program participants.

2. No discomfort or stress will be faced during this research process and the researcher will answer any questions I might have regarding the study.

3. Interviews will not take more than two hours.

4. The results of this participation will be confidential and will not be released in any identifiable form without my prior consent unless legally required.

_____ _____

Signature of Researcher Signature of Participant Date